
The role of students' emotional intelligence in learning Pancasila education grade VI at SD Negeri Karet III

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Abstract

The objectives of this study are 1) to find out the role of students' emotional intelligence in learning Pancasila education grade VI at SD Negeri Karet III and 2) to find out what are the supporting and inhibiting factors in learning Pancasila education grade VI at SD Negeri Karet III. The research approach used in the research is a qualitative approach. This type of research uses field research. Data collection techniques use observation, interviews, and documentation. In this study, the researcher used qualitative data analysis of the Miles and Huberman model using several steps, namely data was obtained, then collected for systematic processing. Meanwhile, the data sources in this study are teachers, students, and principals, as well as observations made by researchers. The results of the study are known that emotional intelligence has a significant role in learning Pancasila education, where students who have good emotional intelligence can manage emotions and interact well, thus supporting the achievement of educational goals and positive character development. The learning of Pancasila education at SD Negeri Karet III shows that the application of differentiated learning strategies, contextual approaches, and an inclusive classroom environment contribute significantly to the development of students' emotional intelligence. Pancasila education learning is influenced by various supporting factors, such as adequate infrastructure, learning innovations from teachers, and student learning interests. Meanwhile, factors that hinder the learning of Pancasila education include the lack of interest in learning students and limited class hours, while the role of an effective school principal is very important in creating a conducive learning environment and motivating teachers and students.

Keywords: intelligence; emotional; pancasila education

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society (Rahman *et al.*, 2022). Education is a conscious effort to realize a cultural heritage from one generation to another. Education makes this generation a role model for the teaching of previous generations. Until now, education has no limits to explain the meaning of education in full because it is as complex as its target, namely humans.

Education is also defined as a conscious and planned effort carried out by family, school, or community by providing guidance, knowledge, skills, and ethical debriefing that aims to instill knowledge, skills, and the formation of personality dispositions that can create a

generation that can be competitive, intellectually intelligent, emotionally intelligent, and spiritually intelligent (Sholichah, 2018).

Education has an important role to encourage every group to develop their potential, so that one of the educational development institutions is in the form of schools or formal education. A school is an educational institution that provides teaching and is under the supervision of a teacher or educator. Formal education in the school environment is a teaching and learning process to increase students' cognitive, affective, and psychomotor knowledge. This learning activity will provide direction to students to be able to improve their abilities.

Learning is not only the mastery of subject theory concepts, but also the mastery of habits, perceptions, pleasures, interests and talents, social adjustments, various skills, desires, and expectations. Learning is a form of growth or change in a person that is expressed in ways of behaving through experience and practice (Yusrizal, 2016). This proves that through an education, the learning process of students will be directed in an orderly and planned manner.

This learning activity is also influenced by a person's level of intelligence, so that through the learning process they can develop intelligence through the potentials that exist in students. One of the intelligences that exists in students or students is in the form of emotional intelligence. This proves that emotional intelligence is a set of personal, emotional, and social abilities that can affect a person's ability to succeed (Sarnoto, 2014).

Emotional intelligence is a set of personal, emotional, emotional and social abilities that can affect a person's ability to succeed. This provides an explanation that a person's success is not only influenced by intellectual intelligence. Emotional intelligence also allows individuals to be able to feel and understand correctly, which in turn is able to use emotional power and sensitivity as information energy and influence learning outcomes. Students who have high emotional intelligence will be able to carry out the learning process (Sugiarti *et al.*, 2016).

Emotional intelligence is the ability of a sthaibe person to organize his emotional life with intelligence (to manage our emotional life with intelligence), maintaining emotional harmony and its expression (the appropriateness of emotion and its expression) through self-awareness, self-control, self-motivation, empathy and social skills (Thaib, 2013). Therefore, emotional intelligence plays an important role in the student learning process, so that the relationship between intelligence and the social environment is closely related to each other.

Pancasila education is one of the names of a subject contained in the school curriculum. Pancasila education seeks to foster the moral development of students in accordance with the values of Pancasila, so that it can achieve optimal development and can be realized in daily life. Pancasila education taught in schools in Indonesia has a very noble purpose. Like the goals of National Education, Pancasila education has a very perfect goal that overall aims to form good citizens. However, schools find it difficult to implement the right way of learning to meet the demands of the expected goals (Fitriasari & Yudistira, 2017).

Based on the results of the researcher's observations, learning Pancasila education in grade VI at SD Negeri Karet III tends to be monotonous and boring, ultimately causing boredom and laziness. This can be seen by students who often ask for permission to go out of class for

various reasons. This can hinder the development of their knowledge. In addition, there are also several emotional problems in learning that are found, for example not doing assignments, fighting teachers, cheating, moodiness and others.

Although many parties consider that the Pancasila education taught in the learning process seems monotonous and unimportant. This assumption arises because the provision of Pancasila teaching materials given to low-level students to the same student level, only stops until history, understanding, and aspects of the written aspect are only stopped. Without any improvement, the core is gradually according to the stages of education. Therefore, how important are the values of democracy and nationalism for the next generation of this nation in learning Pancasila education (Baehaqi, 2020).

Looking at some of the symptoms above, it can be said that students experience disturbances in their emotions, where students lack comfort and happiness in learning. This is where the importance of emotional intelligence lies in learning, balanced emotions can make the learning process easier and understanding emotions can also make learning more meaningful for students. Being emotionally intelligent can help a person to live a better life. Emotional intelligence needs to be fostered and developed as early as possible and basically requires cooperation from various parties. In the context of learning, teachers as parents, facilitators, and role models in schools have the responsibility to carry out emotional intelligence approaches as a form of effort to train students' emotions to prepare for life in the future.

Difficulty controlling emotional intelligence affects the learning outcomes of grade VI students at SD Negeri Karet III. The results of the formative test in the Pancasila education subject show that there are still students whose scores have not reached the Minimum Completeness Criteria (*KKM*) that have been determined. This is evidenced by the learning outcomes of students who have an average score of four subjects of 70. This shows that emotional intelligence is related to the success of students in realizing effective learning.

Based on the results of observations on students of SD Negeri Karet III, especially grade VI, where the students face several problems, both problems of learning achievement and problems of emotional control of students in the learning process. Therefore, in relation to the importance of student emotional intelligence as one of the important factors to achieve learning achievements, the researcher is interested in researching "The Role of Student Emotional Intelligence in Learning Pancasila Education Class VI at SD Negeri Karet III".

METHODS

The research approach used in the research is a qualitative approach. This type of research uses field research (Fathoni, 2011). In this study, the researcher takes a type of descriptive research, where the researcher wants to describe a certain phenomenon or trait, while not to find or explain the relationship between variables (Sanjaya, 2015).

Data collection techniques use observation, interviews, questionnaires, and documentation (Sukmadinata, 2016). In this study, the researcher used qualitative data analysis

of the Miles and Huberman model using several steps, namely data was obtained, then collected for systematic processing (Saldana, 2014). The data sources in this study are teachers, students, and principals, as well as observations made by researchers.

RESULT AND DISCUSSION

The Role of Students' Emotional Intelligence in Learning Pancasila Education Class VI at SD Negeri Karet III for the 2024/2025 Academic Year

In simple terms, emotional intelligence is a type of intelligence whose focus is on understanding, recognizing, feeling, managing, and leading oneself and others and applying them in personal and social life, influencing the achievement of desired and set goals. Emotional intelligence can also be defined as the ability to distinguish and respond appropriately to the moods, temperaments, motivations, and desires of others (Uno & Umar, 2014). Anxiety, stress, and other emotional aspects can interfere with a gifted child's personal development in achieving mental health, creativity, and self-actualization.

Emotions are the impetus to act. The emotions that humans feel are valid feelings that happen to each person, the problem is not the emotions but the reactions expressed based on those emotions. Emotions refer to distinctive feelings and thoughts, biological and psychological states, and a set of tendencies to act (Nisya & Sofiah, 2012). Humans who can overcome emotional urges make their lives more directed and meaningful.

Emotional intelligence is a person's ability to control their own emotions and those of others, distinguish one emotion from another, and use this information to guide a person's thought and behavioral processes. Emotional intelligence is a subset of social intelligence that involves the ability to monitor feelings and emotions both in oneself and in others, sort them out, and use that information to guide thoughts and actions.

There are two factors that affect emotional intelligence, these factors are divided into internal factors and external factors, namely: (1) internal factors, internal factors are factors that come from within a person that affect the condition of their emotional intelligence and (2) external factors, external factors are factors that come from outside a person, can be individuals, groups, or other factors that can indirectly affect a person's emotional intelligence such as information obtained from the mass media, and others. Other factors that affect emotional intelligence can be child characteristics, family characteristics, and environment. The impact is that if there is a gap in mindset or differences between himself and others, then he will show more self-awareness and empathy. Therefore, whether or not the environment in which a person grows will reflect how emotional intelligence a person has.

Regarding how the role of students' emotional intelligence in learning Pancasila education grade VI at SD Negeri Karet III for the 2024/2025 school year has quite good emotional intelligence. This can be seen from the absence of problems between students that occur that can cause fights or big problems because they have good emotional intelligence so that they are not easily provoked by emotions and can solve problems wisely and well. This emotional intelligence itself is also influenced by environmental, family, and self-factors, of

course. Almost all students have good emotional intelligence by having good self-confidence, not easily despaired, loving each other, respecting teachers, and not easily angry.

In addition, based on the results of interviews, observations, and questionnaires filled out by researchers, it is seen that students can make friends with anyone without discrimination, encourage each other in learning, help friends who have difficulties when doing homework, and help friends who are having difficulties. Even though sometimes there are problems or misunderstandings, it will be resolved immediately without arguments. If there is a problem and cannot be solved, it is discussed together with the class president, if it is still not possible, then it is discussed with the homeroom teacher so that the problem can be solved properly.

Learning is an educator's planned activity that involves teaching materials, teaching resources, information, and the environment to create a learning process for students so that they can develop their potential, knowledge, skills, and positive values (Widiyanto & Wahyuni, 2020). The view of the term learning is constantly evolving and progressing. In essence, learning is a communication process between students and educators as well as between students in the context of changing attitudes.

Learning Pancasila education is a process of activities that will be achieved with learning efforts intended to shape students into human beings who believe and fear Allah SWT and have noble character. Noble morals include ethics, ethics, or morals as the embodiment of religious education. The learning of Pancasila education aims to produce students who believe and fear God Almighty, with attitudes and behaviors (Sulaiman, 2015).

Pancasila Education learning class VI at SD Negeri Karet III for the 2024/2025 school year has been running well. He added learning activities that support Pancasila Education learning so that Pancasila Education learning can be conveyed well to students. Such as the addition of differentiated learning strategies by adjusting to the needs of students, such as differences in background, culture, and religion. The existence of this strategy allows students to easily learn with their learning style and abilities.

As well as the existence of special programs or activities held, such as the existence of a contextual approach, a contextual approach can be developed using varying learning methods inside or outside the classroom. However, for this year, SD Negeri Karet III, especially in grade VI, did it outside the classroom. Where in these activities or approaches, students can learn outside the classroom by meeting community leaders and local officials, or they are invited to the school to provide information and explanations related to the subject matter presented.

In addition, grade VI teachers at SD Negeri Karet III also do good learning planning by preparing teaching modules and tools to support the learning process. Grade VI teachers also help students feel more comfortable and motivated to learn by adding an inclusive school environment.

From the explanation above, we can conclude that there is a role between emotional intelligence in the realization of Pancasila Education learning. Based on the results of interviews and observations, the addition of activities such as differentiated learning strategies and the existence of an inclusive classroom environment plays an important role in learning Pancasila

because it can help students understand and manage their emotions, as well as overcome academic pressure. This is related to several emotional intelligence skills such as the ability to understand others, leadership, the ability to build relationships with others, communication skill, teamwork. form a positive self-image, and motivate and inspire.

Thus, Pancasila education learning has a very important role, in forming ideal students and having a strong mentality, so that they can face and overcome the problems that will be faced. Students will emulate and imitate what they see from the environment around the school, therefore the environment is the biggest factor in influencing the development of moral quality.

Supporting and Inhibiting Factors for Learning Pancasila Education Grade VI at SD Negeri Karet III for the 2024/2025 Academic Year

Learning in essence does not only focus on the material learned, but learning is also about the learning process, namely how the learning actors (educators and students) get meaning from the series of learning processes so that both go in a better direction (Darman, 2020).

In Pancasila educational learning, there are factors that support and hinder the achievement of the learning process. Supporting factors for learning Pancasila education include: (1) the existence of infrastructure. The learning carried out at SD Negeri Karet III is supported by adequate facilities and infrastructure, such as comfortable classrooms and complete learning tools; (2) the existence of learning innovations from schools or teachers. Schools and teachers innovate to collaborate as an effort to support Pancasila educational learning by adding several strategies to differentiated learning approaches, contextual approaches, and adding an inclusive school environment to help students feel more comfortable and motivated in learning; and (3) the existence of students' interest in learning. The existence of interest is also the key to achieving effective learning. This is where emotional intelligence plays a role in creating an effective and fun learning atmosphere. This is in accordance with the results of the researcher's interview with one of the grade VI students at SD Negeri Karet that with several learning innovations it helps students learn Pancasila education lessons more easily. The activity really prioritizes the sciences that help us to love the surrounding environment more which is our own homeland and this we did not get before in other subjects. The factors that hinder the achievement of Pancasila educational learning include: (1) lack of interest in student learning. Every new thing is certainly not immediately well received by students, of course there are obstacles both in the implementation and results of the Pancasila education learning programs that are implemented. For example, the lack of enthusiasm of the students in participating in the contextual activities that we hold and does not affect the students' grades and (2) Fewer class hours. The lack of learning hours in the weekly meeting means that the learning delivered to students is limited due to the limited time given, so that the learning delivered to students is limited due to the limited time given.

For the realization of Pancasila educational learning, the role of the principal is also something that needs to be considered by researchers. Synergy between teachers and school

principals is a benchmark for leadership to achieve a level of success. In this Pancasila education learning, the role of the principal is very important because it is related to the realization of effective learning. In the context used in this study, leadership is emphasized in two aspects or behavioral dimensions, namely the initiative leadership dimension and the attention leadership dimension (Adibah, 2020).

From the two dimensional theories, based on the results of observations, the researcher sees that the principal is able to motivate himself and his subordinates. At the same time, he pays attention to his subordinates to carry out their duties well. The principal is able to analyze, plan, organize authority, make decisions and formulate concepts. This is accompanied by the leader's attention to the welfare of his subordinates. Such as basic salary and other benefits. And the principal gives trust to his subordinates to carry out tasks that are considered important and the freedom to express their opinions as well.

CONCLUSION

Emotional intelligence has a significant role in learning Pancasila education, where students who have good emotional intelligence can manage their emotions and interact well, thereby supporting the achievement of educational goals and positive character development. A supportive environment also contributes greatly to the development of students' emotional intelligence, which in turn affects their moral and mental qualities. The learning of Pancasila Education at SD Negeri Karet III shows that the application of differentiated learning strategies, contextual approaches, and an inclusive classroom environment contribute significantly to the development of students' emotional intelligence, which in turn supports the understanding and management of their emotions in the context of education.

Pancasila educational learning is influenced by various supporting factors, such as adequate infrastructure, learning innovations from teachers, and students' interest in learning, all of which contribute to the creation of an effective and fun learning atmosphere. With this support, students can more easily understand and love the values contained in Pancasila education. Factors that hinder learning Pancasila education include lack of interest in learning students and limited class hours, while the role of an effective principal is very important in creating a conducive learning environment and motivating teachers and students. Synergy between the principal and teachers is the key to achieving success in this learning.

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